

CHAPTER III

METHOD OF THE RESEARCH

In this chapter, the researcher explains about the method of the study that includes it is design of the research, population and sample, Instrument of the research, data collection, and data analysis.

3.1 Setting and characteristic of Research Subject

This research was conduct in SMK Tamansiswa Kudus. This School is located on Veteran street No. 3 Demaan Rt: 1 Rw: 3 Kudus regency, central java Province phone number (0291)438963. In this research, English teacher collaborated with the researcher. The participants are the eleventh (Administrasi Perkantoran 2) grade students in SMK Tamansiswa Kudus. There are 29 students in the class XI (Administrasi Perkantoran 2). They are chosen because they have difficulties in writing analytical exposition text. This classroom action research is applied by the researcher to improve the writing analytical exposition text by using realia.

3.2 Variable of the Research

The teaching and learning process of teaching writing analytical exposition text by using realia, the variable are:

1. Variable input

- 1) The eleventh grade students of SMK Tamansiswa Kudus
- 2) The English teacher that teaches English Subject
- 3) Realia are objects from real life used in classroom instruction.

2. Variable process: variable process of teaching and learning analytical exposition text by using Realia. That is teachers and students' activities in the process of teaching and learning analytical exposition text by using Realia.

3. Variable output: variable result of the students' achievement test of analytical exposition text by using Realia.

3.3 Design of the research

A classroom action research activity involves repeated cycles until the cycle can solved the problem. Every cycle has four stages: planning, acting, observing, and reflecting. Planning refers to the proposed instructional strategy to be developed in the research to solve instructional problems. Acting refers to the implementation of the technique that has been planned, (usually) with or without a collaborator. Observing and reflecting refers to assess the success of the implemented technique in solving the instructional problems. In observing, the data indicating success and other instructional problems are recorded, while in

reflecting all the recorded data are analyzed to know how much the implemented technique has effectively solved the problems.

Action research is classroom-based research conducted by teachers in order to reflect upon and evolve their teaching. It is a systematic, documented inquiry into one aspect of teaching and learning in a specific classroom. The purpose of teacher researcher is to gain understanding of teaching and learning within one's classroom and to use that knowledge to increase teaching efficacy/ students learning. Reflective teachers do this every day, only not as carefully and systematically. With training and support, you can learn how to systematize your inquiry from informal reflection and teacher story sharing to formal research.

Action research can be a powerful and liberating form of professional enquiry because it means that practitioners themselves investigate their own practice as they find ways of living more fully in the direction of their educational values.

There are some models of Classroom Action Research. According to Kurt Lewin (2008; 48), in the CAR there are four steps. It can draw like this picture below.

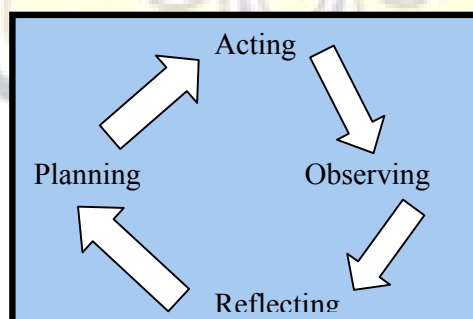


Figure 3 Stages of CAR by Kurt Lewin.

Besides, Suharsimi (2000:53) states there are some cycle in this CAR. In every cycle there are four steps to do the CAR; they are Planning, Acting, Observing and Reflecting.

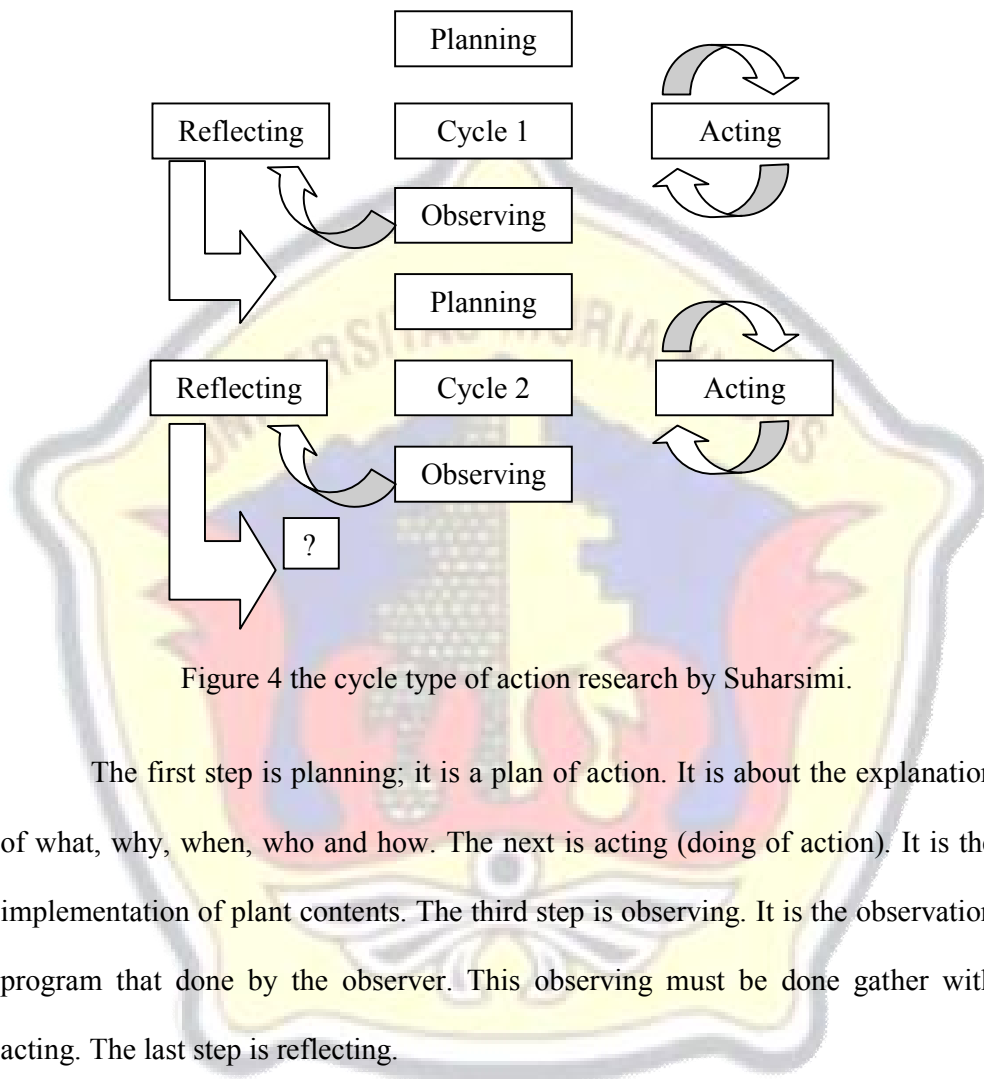


Figure 4 the cycle type of action research by Suharsimi.

The first step is planning; it is a plan of action. It is about the explanation of what, why, when, who and how. The next is acting (doing of action). It is the implementation of plant contents. The third step is observing. It is the observation program that done by the observer. This observing must be done gather with acting. The last step is reflecting.

The researcher concludes that this research is not disturbing the teaching and learning process. But, on the other hand, it can improve the quality of learning analytical exposition text itself and writing competence of the students.

3.3.1 Planning

In step 1, the researcher chosen topics and narrowed them, and you generated ideas by brainstorming. In step 2 of the writing process, the planing stage, you organize the ideas into an outline.

As a first step toward making an outline, divide the ideas in the communication problems list further into sub lists and cross out any items that do not belong or that are not usable.

The researcher prepare everything such as the material, lesson plan, list of students' name, the observation sheets to note the students' activities during teaching and learning process in this step.

3.3.2 Action

The researcher applies lesson plan which have been made in the classroom. There are some steps in acting activity, the first step is reviewing previous learned material and implementing the media to achieve the objectives of the lesson. Then the teacher presents the material by using realia.

3.3.3 Observation

The activity in this phase is observing the students and the teacher feels during in the class. The purpose is to analyze the result of the students' writing

that will be reflected in reflecting phase. The researcher observes the improvement of the students' writing analytical exposition text by using the realia.

3.3.4 Analysis and Reflection

When the researcher did the Field Experience Program (PPL) in SMK Tamansiswa Kudus on Agustus until November 2013, the researcher had found the fact that some students still got difficulties in producing written text.

After the researcher conducts observing phase, the researcher goes to reflection phase. The researcher makes reflection by seeing the result of the observation. If there is no improvement of writing analytical exposition text of the students of XI (Administrasi Perkantoran 2), it will continue to the next cycle.

3.4 Procedure of the Research

In this Classroom action research (CAR) the researcher uses the CAR principles to collect the data. Firstly, the researcher is identifying the problems in the English teaching of learning process. It is the first thing done prior in the classroom action research process to improve writing skill of the student by using realia.

This classroom action research was conducted in repeated cycles during teaching-learning activity of second semester. The procedures involved in this research are: Reflecting, planning, acting, observing, and reflecting.

1. Reflection

In this step, the researcher organizes actions as follow: (1) observing the media of teaching and learning that used by teacher in the English lesson before. (2) Identifying the problems in the English writing teaching of learning process.

2. Planning

In the first cycle, the researcher prepare everything such as the material, lesson plan, list of students' name, the observation sheets to note the students' activities during teaching and learning process.

3. Acting

This activity is the implementation or application of planning concept. It is based on the procedure which has been arranged in planning stage before. In this stage, the teacher should follow the rule of planning. Besides that, the teacher must consider and adapt the students and class condition so that the teaching learning process will run naturally. Those will be known by teaching concept, observation concept.

4. Observing

The activity in this phase is observing the students and the teacher feels during in the class. The purpose is to analyze the result of the students' writing

that will be reflected in reflecting phase. The researcher observes the improvement of the students' writing analytical exposition text by using the realia.

5. Reflection

After the researcher conducts observing phase, the researcher goes to reflection phase. The researcher makes reflection by seeing the result of the observation. If there is no improvement of writing analytical exposition text of the students of XI(AdministrasiPerkantoran2), it will continue to the next cycle.

3.5 Data Analysis

The researcher gets data from observation and evaluation (achievement test) which must be analyzed.

1. Observation

The researcher gets data from observation. From observation phase, the researcher know all activities of the teacher and the students during teaching and learning process. The writer observes how the students improve their writing analytical exposition text by using realia. This observation is applied to know the students' activities in teaching learning process of English to improve the writing analytical exposition text by guiding observation. In doing observation, the researcher makes field note of observation that is used to know teachers' activity and the students response during teaching and learning process.

2. Evaluation

The purpose of test is to check the students' competence to improve writing analytical exposition text. The form of test that is used to measure is written test based on the curriculum. There are five language aspects that are used to measure the students' competence. They are: content, organization, grammar, word choice, and mechanic.

In this instrument of the research is a tool used to get information or data in this research, the instrument of the research is written test as the test instrument to measure the ability in writing analytical exposition text. The students score will be perfect or 100 if their paragraph or text which is made covers all of criteria in each elements of scoring guide. The scoring of the test is using by some criteria's as stated by Broad man and Fly den berg (2002:180). The table of criteria scoring writing can be seen as follows.

Table 3.5: The Criteria of Scoring Written Test

SCORING	ASPECT OF GOOD WRITING
	Content/ ideas
Excellent : 23-25	• Has excellent support • Interesting to red • Has unity and completeness • Adheres to assignment parameters
Very good: 20-22	
Low : 17-19	
Poor : 0-16	
	Grammar/ structure

Exceptional: 23-25 Very good: 20-22 Average: 17-19 Need work: 0-16	• Demonstrated control of basic grammar (e, g tenses, verb form, noun form, preposition, article) • Shows sophistication of sentence structure with complex and compound sentences	
	Mechanics	
Exceptional: 10 Very good: 8-9 Average: 6-7 Need work: 0-5	• Has good paragraph format • Demonstrate good control over use capital letters, period, commas, and semicolons • Demonstrate control over spelling • Does not have fragment comma splices or urn or sentences.	
	Organization	
	Paragraph	Essay
Exceptional: 23-25 Very good: 20-22 Average: 17-19 Need work: 0-16	• Has topic and will controlling idea • Has supporting sentence • Has controlling sentence • Has coherence and cohesion	• Has introductory paragraph with clear thesis statement • Has body paragraph with good organization • Has concluding paragraph • Has coherence and

		cohesion
		Word choice
Exceptional: 23-25	• Demonstrate sophisticated choice of vocabulary item • Has correct idiomatic use of vocabulary • Has correct word item	
Very good: 20-22		
Average: 17-19		
Need work: 0-16		

To know whether there is improvement the students' competence or not, it can be seen the comparison of the average score in several cycle. To look for the average score, it can use this formula:

$$\bar{X} = \frac{\sum x}{N}$$

The formula note:

X = the mean score

Σ = sum of the whole of score

N = the number of the students

After the writer got the result, then the average score is changed into percentage by using the formula:

$$NP = \frac{\bar{X}}{R} \times 100\%$$

R

Note:

NP: The average score percentage of writing ability

$\bar{x}$: The average score

R: Maximum score

From the description of criteria of good writing paragraph above, the highest value will be 100 by counting all of the score of elements of the criteria: they are content, grammar, mechanics, organization and word choice.

SCORE	CRITERIA
80-100	EXCELLENT
70-79	GOOD
56-69	SUFFICIENT
31-55	POOR
0-30	VERY POOR

Table 3.5.1 the criteria of English Writing analytical exposition text.